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ABSTRACT

This paper is a practical guide for states planning to implement a review panel to enhance file maintenance in a career information system. It also describes successful methods employed in established review panels in California, Alaska, Washington, Massachusetts, Nebraska, Michigan, and Oregon. The first two brief sections introduce the purpose of this publication and address the purpose of a review panel, namely to supplement standard data sources, verify information in files and identify possible variations in local areas, allow community to react, and promote public awareness of the system. In the third section steps and procedures in carrying out the review panel process are explained, including (1) preparation, (2) scheduling (determining order in which clusters or occupations are scheduled to leave office for review), (3) selection of review panel members, (4) telephoning of prospective reviewers, (5) record keeping (methods, assigning numbers), (6) mailing procedure, (7) recording costs, and (8) continuing the process. Section 4 discusses three necessary considerations for implementing a review panel--development of materials, staffing, and budget. Section 5 lists nine techniques employed by staff of one career information system to improve response rate. Five other improvements are also suggested. Appendixes include sample review panel schedule, telephone conversation, mailing list, and budget form. (YLB)

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THE REVIEW PANEL PROCESS

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1980

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TABLE OF CONTENTS

Preface v

Introduction 1

Purpose of a Review Panel 2

Steps and Procedures 3
- I. Preparation
- II. Scheduling
- III. Selection of Review Panel Members
- IV. Telephoning
- V. Record Keeping
- VI. Mailing Procedure
- VII. Recording Costs
- VIII. Continuing the Process

Considerations for Implementing a Review Panel 11
- I. Development of Materials
- II. Staffing
- III. Budget

Techniques for Improving the Response Rate 15

Summary 17

Appendices 18

PREFACE

This paper is designed to be a practical guide for states planning to implement a review panel to enhance file maintenance in a career information system. It is also a description of the successful methods employed in established review panels. Its intent is to provide direction to those states planning on implementing a review panel. The paper describes the experiences of seven states currently operating review panels.

Staff members from six career information systems described the review panel process in their state. Special thanks is due Ann Dragavon, EUREKA, the California Career Information System; Kipp Drummond, Alaska Career Information System; Bert Palmer, Washington Occupational Information Service; Robert Perello, Massachusetts Occupational Information System; Janet Rife, Nebraska Career Information System; and Jean Swanson, Michigan Occupational Information System, for their contributions through our telephone conversations.

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INTRODUCTION

There are many agencies producing occupational and educational data in every state. Students, counselors, job searchers and others interested in career decision making, however, rarely have the time or skills to collect or analyze these data. The need for an effective system for gathering and disseminating career planning information is the primary reason for creating statewide career information systems.

These systems are based on information developed from existing data sources, supplemented by informed opinions of knowledgeable contacts. One method of acquiring informed opinion, employed by the information analysis units of several states, is known as the review panel. The panel is composed of members of local agencies and the community who are familiar with a particular occupation or training program. 'Reviewers' are asked to examine an occupational description for any erroneous or outdated information and to answer a questionnaire covering specific occupational and training topics.

The purpose of this paper is to describe the methodology and considerations for implementing a review panel. Seven state career information systems have review panels currently in operation; their experiences have been collected by telephone interview. Variations among these state systems' review panels show that the process may be adapted to the information analysis needs of any system collecting and delivering career information. What follows is the rationale for doing a review panel, procedures common to most states, and factors that need consideration while implementation is taking place.

PURPOSE OF A REVIEW PANEL

Development and maintenance of career information files require continuous identification, collection and examination of existing data sources. Sources may include publications, unpublished data, newspaper articles and advertisements, and contacts with people knowledgeable about an occupation or training program. To a large extent information about certain occupational items, such as current employment, is available through standard published sources. In determining other occupational characteristics such as working conditions, however, it is necessary to consider alternative sources such as informed opinions, because formal sources are incomplete. Consequently, a primary reason for having a review panel is to supplement standard data sources.

The review panel process is an even more valuable asset in increasing the accuracy of information in the files. As a verification procedure the review panel helps to improve the quality of information in the files, but does not suggest that reviewer's comments are considered to be factual without being confirmed. Instead, information received through returned questionnaires is analyzed along with a number of other formal and informal information sources.

Review panel members also can provide names of other people to contact and leads to new data sources. Although requests to reviewers sometimes result in the acquisition of data substantiated reports, the review panel is not intended as a data collection survey nor is the panel a scientifically drawn sample. Rather than generating new data, it is a means of verifying existing information in the files and identifying possible variations in local areas.

The review panel also allows members of the community the opportunity to express their point of view and to react to the accuracy of the occupational description. Thereby, analysts can provide information containing firsthand recommendations for preparing to enter an occupation. Finally, by providing some visibility for the system, the review panel is a means of promoting public awareness of the system.

STEPS AND PROCEDURES

Staff assigned to carry out the review panel process are expected to complete a number of tasks requiring attention to detail, organization, and deadlines. The desired outcome is the timely acquisition of new information. Procedures that encourage maximum response to mailed questionnaires and the smooth integration of that information into the occupational review process are used. The tasks follow.

I. Preparation

The first step for review panel staff at a career information system is to obtain a copy of the specific occupational information to send to reviewers. Some states use a computer printout of the occupational information, including localized areas (if applicable). Using the computer printout assures that the most recent information will be sent to reviewers. Other states use copies of the printed version; however, any current updates entered into the computer after publication would not be reflected in that copy.

Before engaging in any further steps, familiarizing oneself with the material is important to be able to communicate intelligently with prospective review panel members. The list of employers in the 'Work Setting' section is a particularly good place to develop an understanding for the types of employers that hire workers in a particular occupation.

II. Scheduling

Information received from review panel members is integrated into the review cycle, the periodic updating of information in the files. Therefore, work on the review panel should begin about 4-6 weeks prior to the beginning of the review cycle. This allows enough time to receive some returns, without being so far ahead that the information obtained is outdated by the time it is used. (See Appendix A for sample schedule).

The following are the criteria used to determine the order in which clusters or occupations are scheduled to leave the office for review:

A. Seasonality for some occupations. For example:
   -- Sending out questionnaires for the agricultural occupations in the spring or late summer may produce a low response rate since those are the busy times of the year for farmers,
   -- Mailing the construction cluster mid-winter could produce a 'surplus' response to the outlook question because that is the season in which many layoffs occur,
B. Sequence in which the occupational clusters were reviewed during the previous review cycle,
C. Review cycle assignments among analysts. Clusters need to be scheduled to equally distribute the mailings and returns to be most helpful to the analysts.

Some states have elected to review fewer than the total number of occupations during a year. In addition to the above criteria, they are likely to consider some other factors. California and Michigan have adopted the criteria below for scheduling occupations to review with their next review panel:

A. Occupations/clusters excluded from the last review cycle,
B. Occupations that received considerable criticism or comments from users,
C. Occupations/clusters having evidence of significant change through reports or newspaper articles, etc. (e.g. expected outlook change for a particular industry or new legislation affecting licensing requirements),
D. New occupations.

III. Selection of Review Panel Members

While developing and localizing career information a state system identifies many data-producing agencies. During the review cycle, the periodic review in which the information is maintained, it is essential to continue the flow of information from these agencies and to locate other knowledgeable sources as well. This flow is accomplished throught staff efforts to establish and maintain professional relationships with contacts in data-producing agencies and with informed sources in the community. At the

same time that contacts are being initiated, the staff can develop some of the original review panel members. For example, a researcher at the State Department of Education contacted about a general salary survey the agency produces could also be asked to review the description and answer a questionnaire for Elementary and Secondary Teachers. Others selected to be reviewers should be familiar with the occupation by virtue of personal experience or position. Reviewers might include--

A. An employer of people in the occupation (e.g., owner, personnel manager, supervisor),
B. A worker in the occupation,
C. An Employment Service placement specialist familiar with the occupation,
D. A Labor Market Analyst,
E. Someone responsible for preparing people for the occupation (e.g., college professor or placement officer, vocational instructor, apprenticeship representative), if applicable,
F. Anyone with special expertise about the occupation, although not necessarily working in the occupation at the time (e.g., union business agent, member of a licensing board).

Members of the review panel should have varied involvements with the occupation, in order to contribute different perspectives. Reviewers sometimes contradict each other, depending on their relationship to the occupation. For example, an educator may report much different outlook and wage information than an employer or employee. However, accurate information can be insured only after examining various viewpoints. While updating occupational information, it is the analyst's responsibility to be aware of the reviewers' relationship to the occupation and to judge the responses accordingly. Disagreement among the reviewers requires that the analyst search for factors contributing to the discrepancy. Clues can be sought in formal sources such as economic reports and from people who would have firsthand knowledge about the occupation.

After one periodic review of occupations has been completed, the occupational file folder is a good place to start looking for names of people to contact. It should contain telephone interview forms from the previous occupational review cycle, on which the analyst indicated that a specific

person was especially helpful or gave a verbal commitment to participate in the next review panel. Newspaper clippings, articles from local periodicals or brochures describing an organization or a program may also be filed in the folder. They sometime cite names that can be used as potential contacts. Other common sources for prospective reviewers include:

A. Directories of Manufacturers (Published by agencies such as the State Department of Economic Development),
B. Directories of unions or union membership lists,
C. Association membership lists,
D. References from other reviewers,
E. Newspaper articles and classified ads,
F. The yellow pages,
G. State and federal government telephone directories,
H. Licensing boards,
I. Catalogs of training institutions such as community colleges, four-year schools and the State Apprenticeship Agency,
J. File of people users can contact to learn more about an occupation (e.g., "VISIT" file),
K. Personal acquaintances of staff members,
L. Contacts made by User Services or Information Analysis staff,
M. Chambers of Commerce.

Presently, the number of reviewers per occupation varies from three in some states to fifteen in others, with five being most common among the states conducting review panels. Adequacy of data sources for the topics being reviewed and localization of the information are determinants in deciding how many questionnaires and occupational descriptions to send for each occupation. Of course, high quality information is more likely, the more the information is reviewed.

It is desirable to get representation from various geographic areas throughout the state, recognizing that occupational aspects, such as wages and outlook, vary accordingly. That is, distributing descriptions and questionnaires to different areas is beneficial in ascertaining these local variations. Determining which areas to represent largely depends on the employment distribution for a specific occupation. Employment for some occupations is fairly evenly distributed with population; therefore review

panel members would be apportioned likewise. Other occupations are concentrated in one or two areas, and consequently most or all reviewers would also be located in those areas.

IV. Telephoning

Before mailing questionnaires and occupational descriptions, most state systems telephone prospective reviewers to request that they participate. The review panel staff member identifies who is calling, where he or she is calling from, what a career information system does, and asks if the person being contacted would mind reviewing an occupational description and filling out a short questionnaire. (See Appendix B for sample telephone conversation). Spelling of the person's name, their street address, and zip code are verified if the person agrees to be on the review panel.

Often this step is most time consuming and can be expensive. It may be eliminated altogether, or reduced by excluding those reviewers who have previously been contacted either by an analyst during the review cycle, or as a review panel member during the preceding year. Most states limit their telephoning to those potential reviewers with whom they have had no prior contact. California and Washington reported that telephoning is excluded from their procedures. However, states that include telephoning as part of their process have indicated higher response rates.

V. Record Keeping

A. Methods

After determining who the reviewers will be, the review panel staff is responsible for keeping account of the pertinent details. There are several ways of keeping records, but the following items are appropriate for all: a code number for each reviewer; the reviewer's name; the agency name, address and phone number; reviewer's title; the localized area sent (if applicable); the date sent; and date returned. Other information, such as whether the questionnaire was returned undelivered or the reviewer requested to be deleted from the review process the following year, can also be recorded.

Several review panels catalogue the above details by using index cards to classify reviewers by occupation or a combination of index cards (for name, address, etc.) and mailing lists (for dates sent and received, deletes, etc.)

Experience in Oregon with index cards, mailing lists, and a combination of the two has resulted in the exclusive use of a mailing list. (See Appendix C for sample mailing list.) Washington's approach to record keeping is distinctly different from the above methods. They store the reviewer's name, agency, address, and phone number on the computer, and use a printout to indicate dates sent and returned.

B. Assigning Numbers

Regardless of the system devised for record keeping, a way of determining those who have returned their materials is useful. One method of doing so involves assigning code numbers by using the occupational number as the first four digits, followed by an individual serial number (01, 02, etc.) and a number assigned to the area of the state (whether localized or not) to which the printout and/or questionnaire is being sent. When noted on the questionnaire, this number provides a means of recognizing who responded and which occupational folder the return should be filed in. It is also a good reference for the analyst to use to identify the area of the state reflected in the answers. Example:

Librarians			Areas in Oregon
Occupation Number	Reviewer Code	Area Code	
8492	01	06	06 = The Coast
8492	02	15	15 = Southern Oregon
8492	03	26	26 = Portland Metropolitan Area

VI. Mailing Procedure

Using the mailing list, index cards or computer printout, the cover letters and envelopes are addressed. The occupational description and preparation statement are xeroxed and copies of the appropriate localized area are made for each reviewer, if that's applicable. A review panel packet should include:

A. Cover letter - personalized by typing in the date and person's name and signed by the review panel staff,

B. Questionnaire - labeled with the individual code number assigned to a reviewer and attached to:

C. A copy of the occupational printout,

D. A self-addressed envelope. Options include business return envelopes, and stamped or unstamped self-addressed envelopes. (In Massachusetts, it was observed that paying the return postage significantly increased the response rate when the reviewer was self-employed or employed by a small organization, but made little difference for large organizations).

E. A brochure or circular providing some specifics about a career information system, how it is funded and who uses it is also enclosed with the materials by Alaska and Nebraska.

After being packaged, the envelope is weighed, stamped and mailed. Postage costs for each occupation are recorded.

VII. Recording Costs

To help the manager of the Review Panel budget determine allocation of funds and cost/benefit factors of the process, records of the following data are kept on the "Review Panel Budget Form" for each cluster:

A. The cluster number and date the last occupation was mailed,

B. The number of xeroxed copies made of the description,

C. The number of questionnaires and/or cover letters duplicated (the total number may be recorded on one cluster's budget form as copy orders are filled),

D. The number of supplies, i.e. envelopes and return envelopes,

E. The amount spent on postage for the original mailing, as well as the number of returns received (if business return envelopes are enclosed) since the last budget form was filled out,

F. The number of hours the review panel staff worked on the cluster. (See Appendix D for sample budget form.)

VIII. Continuing the Process

The on-going operation of the review panel requires basically continuing the process in the same manner as the year before, i.e. following steps I through VII. When selecting reviewers, however, the review panel staff should

check the mailing list (or other method of recording names) from the previous year for reviewers who returned their questionnaire and agreed to continue reviewing occupations. These are the people who usually are interested in participating and are most likely to return the questionnaire again. However, in order to obtain a variety of opinions it is preferable to drop their names from the list after two or three years. Exceptions include people whom the analyst believes are invaluable sources of information or who provide information which may be unobtainable elsewhere (e.g., the only apprenticeship field representative for a geographic area). They may remain as reviewers indefintely.

If the mailing lists are used in keeping records, they can be reused by crossing off reviewers who had not returned the questionnaire or requested not to participate in the future. New names may then be added to the bottom of the list. Reusing mailing lists saves retyping time but tends to become disorganized after a couple of years.

CONSIDERATIONS FOR IMPLEMENTING A REVIEW PANEL

Before proceeding with any project there are always certain issues that need evaluation. A review panel requires someone to develop materials and allocate staff time and money. Therefore, these subjects are discussed in the following paragraphs.

I. Development of Materials

Developing a good cover letter and questionnaire is essential to the review panel process.

The cover letter is important because it is an opportunity to promote public awareness of the system and generally shapes a reviewer's first impression. It should briefly explain the concept of the system and clearly define what it is we are asking of reviewers.

The questionnaire's purpose is to inquire about the accuracy of information in the career information system files, to supplement standard data sources, and to seek information that would not be obtainable through other sources. Questionnaire development begins with a meeting of the information analysis staff to discuss and decide upon occupational topics that are high priority for review in the coming year. Topics such as wages, outlook and hiring practices are always reviewed because of their ever changing nature. Keeping in mind that a short questionnaire does not take much of the reviewer's time and is more likely to be returned, other possibilities can include:

A. Questions dealing with the accuracy and completeness of the occupational description and preparation statements and their components such as commonly used and alternative occupation titles, aptitudes, work setting, types of employers, and skills,

B. Questions concerning the strengthening of certain areas, such as related occupations or tips by asking about transferable skills, advancement, and promotional opportunities,

C. Questions seeking new information to add, such as fringe benefits, and helpful information for minorities and the handicapped,

D. A final question inviting continued participation in the review panel process is helpful in determining those who are likely to respond the following year.

On the other hand, topics a reviewer probably would not be able to answer (e.g., total employment in the state), or topics for which there is one very reliable source (e.g., licensing requirements) should be avoided.

All questions should be general in order to apply to all respondents, that is professional, technical, clerical, and trade occupations, etc. Considering the diverse audience asked to reply, readability must be a concern when formulating questions. Wording should be simple and unambiguous. Avoiding use of technical language and terms, such as journeyman, used by specific occupational groups is important.

The order in which questions are asked also has an impact on the way in which a questionnaire is answered. Asking questions about sometimes sensitive subjects such as wages should be delayed until other questions can create a favorable attitude. Inquiring about wages first often causes resistance to answering that question, and consequently the entire questionnaire. Opening the survey with a request for hiring practices information has also caused problems. That is, a first question asking about qualifications, education, or training required when hiring someone has caused some self-employed professionals (e.g. chiropractors) to respond with information about their assistants instead of about themselves. Thus, much thought must be given to the introductory question.

Reference to Chapter 6 of Research In Education[1] can be a useful tool in designing a questionnaire. A review of the draft questionnaire by non-information analysis staff is also often helpful.

Enough time needs to be allowed for design of the letter and questionnaire and for printing. At the same time, copies of mailing lists and/or index cards, envelopes, budget sheets, and any other supplies should be ordered.

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[1] Best, John W., Research In Education, 3rd Ed., (Englewood Cliffs, New Jersey: Prentice-Hall, 1977).

II. Staffing

There are at least two factors which must be considered when planning to staff the review panel process effectively: 1) the type of personnel to employ, and 2) the number of staff needed (determined by the amount of time necessary to complete the project). Possibilities for the kind of staff to use and estimates of the time a review panel requires are discussed below.

Options for review panel staffing include hiring part-time temporary employees, such as students; involving permanent clerical staff employees; and incorporating the tasks into an analyst's work schedule. Initiating and maintaining the review panel process requires the ability to select appropriate reviewers; communicate effectively by telephone; type names, addresses, and telephone numbers accurately; and keep organized records. Some states prefer analysts to perform at least the first two of the above duties, but all tasks have successfully been accomplished in Oregon by students or clerical staff, with coordination by an analyst.

Time required to complete all steps of the review panel process for one occupation vary depending upon availability of reviewer names for the occupation, the ease or difficulty experienced in contacting reviewers by phone and the staff persons' typing speed. In Oregon it takes approximately three hours to complete one occupation when mailing twelve to fifteen questionnaires per occupation. At that rate 250 occupations could be accomplished in about twenty hours per week over nine months.

Of course the manner of staffing and number employed, which currently varies from state to state, is subject to available resources as well as the size of the effort being undertaken.

III. Budget

Determining costs for planning purposes is always an important but difficult task. Using 3,000 reviewers as an example (that is twelve reviewers for 250 occupations or nine reviewers for 350 occupations) the following figures may be estimated:

	Supply	Dollar Amount
3000	cover letters (@ .03 per copy)	$ 90
3000	questionnaires (@ .03 per copy)	90
6000	2-page copies of the occupational information (@ .05/copy) xeroxed	300
3000	postage (@ .15/packet)	450
3000	initial cost of printing business return envelopes	85
3000	replies from business return envelopes (assuming an average 65% return rate @ 18.5¢/return) NOTE: If the return rate is increased to over 80% it becomes less expensive to use self-stamped return envelopes.	360
	TOTAL SUPPLIES	$1,375 or $5.50/occupation

Other expenses consist of staff time and telephone bills, which vary more than supplies. Applying the approximation of time required per occupation in the 'staffing' section on page 13 to the hourly wage of the review panel personnel can provide a calculation of staff time expenses. That is, completion of one occupation in three hours by a student or clerical assistant being paid $3.50/hour amounts to $10.50/occupation in staff time.

Telephone charges depend upon the type of telephone system used and the number of calls made per occupation. An average time per call is about five minutes, which would cost $1.25 using the WATS line system at $.25 per minute. Telephoning will be most expensive during the first year of the review cycle since most reviewers would have had no prior contact. In the following years, calling can be reduced by excluding those who have been contacted previously as a member of the review panel or by an analyst during the last review cycle.

Adding supplies and staff time but excluding telephone use, the review panel process will cost approximately $16/occupation.

TECHNIQUES FOR IMPROVING THE RESPONSE RATE

Seven states presently are conducting review panels. Most states report about a 65 percent response rate and have offered suggestions for improving it.

The following are techniques employed by the staff of one career information system when working with its review panel. They appear to have improved the response rate:

A. Printing the questionnaire on colored paper to make it distinctive and less likely to be misplaced,

B. Including a return envelope with the questionnaire to make it easier for the respondent to return the questionnaire and ensure the accuracy of the return address,

C. Signing the cover letters. Using blue ink, or any color other than black, makes the signature a more noticeably personalized one,

D. Addressing the letters and envelopes to a person's name rather than to a person's title (e.g., manager, librarian) or to an organization. This also personalizes the request,

E. Clarifying questions by providing examples of the type of information being sought to make answering easier,

F. Asking closed form or multiple choice questions, allowing for an 'other' category. This also makes responding easier and less time consuming,

G. Sending a reminder post card to reviewers if they haven't responded after about 3-4 weeks. (Two states have attempted this technique, one attaining success with it and the other dropping the practice after some time),

H. Initiating more personal contact with employers by maintaining contacts at the area Chambers of Commerce or attending trade shows and collecting business cards,

I. Encouraging counselors, teachers, and others attending User Services workshops to provide names of potential reviewers.

Other suggested improvements to consider include:

A. Sending a thank you letter to reviewers who have responded,

B. Issuing certificates to those reviewers who have responded,

C. Constructing alternative questionnaires for certain types of occupations (e.g. professionals) to allow for more specific questions,

D. Adding certain users (e.g. counselors, teachers) to the review panel. Using a different cover letter and questionnaire, this group of reviewers mainly would be asked to review items such as the format and the readability, rather than the text, of the files,

E. Using colored envelopes to send the questionnaires.

SUMMARY

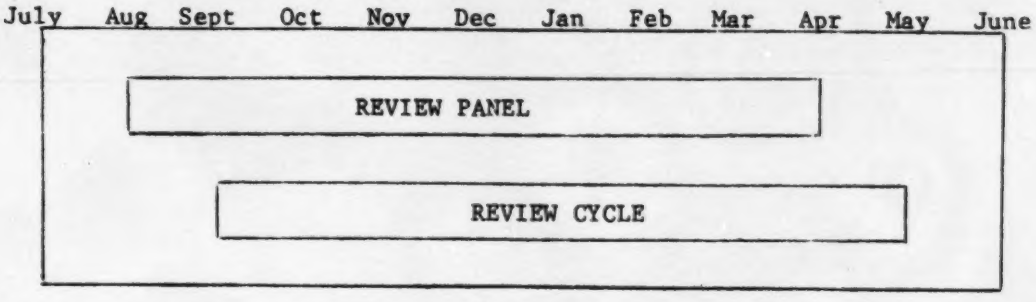
Verifying information in the system's occupational files and supplementing existing data sources are the major reasons for implementing a review panel. To achieve those objectives and to operate the process efficiently requires organized procedures. However, review panels have been in existence far too short a time to suggest one proper approach. The steps outlined in this paper involve selecting reviewers, telephoning, mailing, and recording appropriate details and budget data. A basic outline has been described, along with alternative methods when these are practiced by the seven states currently operating review panels. Activities required in the areas of materials development, scheduling, staffing and budget leave room for variation. That is, the review panel process remains flexible and can be adapted to the needs of any career information system.

APPENDICES

APPENDIX A

REVIEW PANEL SCHEDULE 1980-81

	Cluster Number	Cluster Name	Number of Occupation
August	8100	Health Service	19
	8400	Social Service	16
September	4100	Agriculture, Forestry & Fishery	10
	2100	Social Research	4
	4300	Food Processing	4
	2600	Science and Laboratory	12
October	1600	Bookkeeping and Accounting	10
	3100	Mechanics	16
	8600	Personal Care	2
November	5900	Other Production	10
	6100	Transportation	14
	4700	Graphic Arts	3
December	5400	Metalworking	14
	1100	Administrative	14
January	2400	Engineering and Design	8
	2300	Mathematical and Computing	4
	7800	Food Service	8
	1400	Clerical	7
February	1400	Clerical	10
	3400	Building Maintenance	4
	9400	Protective Service	5
	4500	Timber Products	10
March	4500	Timber Products	3
	5600	Electricity and Electronics	5
	7100	Stock Control	8
	4400	Textile and Apparel	7
April	4200	Construction	11
	7400	Sales	9
	9800	Art and Entertainment	4



APPENDIX B

Here is an example of a telephone conversation to prospective reviewers:

- Hello.
- My name is _____. I'm calling from the Career Information System; located in Eugene.
- I would like to speak to someone in charge of hiring (occupation). (Depending on the occupation this could be a manager, supervisor, foreman or personnel officer). After being connected with the appropriate person, another introduction is usually necessary followed by something like:
- CIS collects occupational and educational information and distributes it to high schools, community colleges and social service agencies, to help people make career decisions. Would you be willing to read a one-page description of (occupation) and fill out a short questionnaire? Verify the spelling of their name, their street address and zip code. (Optional if they question more about what we are doing or want to know more about us):
- CIS is a nonprofit agency that services over (number) of people in the state, by providing information to help plan their careers. We ask people, such as yourself, who are knowledgeable about specific occupations to help us keep our information accurate and up-to-date by reading and commenting on our descriptions.
- Additional information if they ask: CIS is a consortium of public agencies; members of the Board of Directors come from the Department of Higher Education, the State Department of Education, The State Employment Division, school districts, and community colleges.

CLUSTER:

CODE	NAME, ADDRESS, PHONE, TITLE	AREA SENT	DATE SENT	DATE RET.	UNDEL	DELETE

APPENDIX C

APPENDIX D

REVIEW PANEL BUDGET FORM

Cluster #_____ Date _____

Xeroxing

# of xeroxed copies made of descriptions _____ @ $.05 = _____
other xeroxing (describe) _____ @ $.05 = _____

Total xeroxing _____

Quick Copy

# of questionnaires _____
# of letters _____

Supplies

# of envelopes used _____ @ $.03 = _____
# of return envelopes used _____ @ $.03 = _____
# of manila envelopes used _____ @ $. = _____
other supplies over $3.00 (describe) _____ @ $ = _____

Total Supplies _____

Postage

postage for cluster _____
was this all on postage meter &
coded "rev" & cluster # ____ yes
____ no
# of return envelopes received since _____ @ $.17 = _____

Total Postage _____

Payroll

# of work study hours for cluster